

GUIDELINES FOR REVIEWING A CORE READING PROGRAM RUBRIC

LEAD21 Grade 3

Final Review

Directions for use:

- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. (*Note the placement of the “x” within the grade level columns.*)
- Each indicator must receive a score using the following criteria:
 - 2 – Exceeds expectations
 - 1 – Meets expectations
 - 0 – Does not meet expectations(*For any indicator receiving a 0, comments must be provided justifying the score.*)
- Record the total score for each area in the final row for the section.



The Reviewing a Reading Program Professional Development Participant's Guide publication was created for the Center on Instruction by the Florida Center for Reading Research at Florida State University. The Center on Instruction is operated by RMC Research Corporation in partnership with the Florida Center for Reading Research at Florida State University; Instructional Research Group; Lawrence Hall of Science at the University of California – Berkeley; Texas Institute for Measurement, Evaluation, and Statistics at the University of Houston; and The Meadows Center for Preventing Educational Risk at the University of Texas at Austin.

Guideline forms excerpted from *Reviewing a Reading Program Professional Development Module, Participant's Guide*, 2008, Center on Instruction.

The contents of the module and this document were developed under cooperative agreement S283B050034 with the U.S. Department of Education. However, these contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	2	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	2	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	The set-up of the levels listed on the charts for leveled readers at the beginning of each unit is confusing. It took a bit of extra effort to locate information that mentioned the levels range from a year above or two years below grade level. It's refreshing to see materials at the levels that are needed for intensive interventions; hopefully the higher levels are sufficient for advanced readers.
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	2	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	2	Specific plans are provided for all daily instruction from whole-class to every small group. Spot-on, intentional planning of quality instruction vs. leaving it very open and hoping it happens.
10. Is there a clear and logical organization to the lessons in:									
The order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
The inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
The consistency of each day's lesson	X	X	X	X	X	X	X	2	

format?									
Addressing the components of reading every day?	X	X	X	X	X	X	X	2	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	Very specific but long and wordy; however, the information is direct and explicit enough to support even novice teachers. The online tools for planning are helpful for those who want or need to work on computers, enabling busy teachers to plan from home.
12. Are teacher directives highly detailed to ensure accurate implementation?	X	X	X	X	X	X	X	2	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	2	
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	2	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	2	
Student practice and application?	X	X	X	X	X	X	X	2	
Cumulative review?	X	X	X	X	X	X	X	2	
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	2	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	2	It links up with Acuity, which could be very useful, especially for schools that already are using it.
18. Does instruction make a clear connection <i>among</i> all five components?	X	X	X	X	X	X	X	2	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	2	Sidebars provide lots of ideas in each daily lesson. Additional EL support is provided for leveled texts in the backs of the manuals.
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	2	
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	2	

22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	2	Differentiation is built in, explicitly and thoughtfully planned, and occurs daily in a variety of ways. Teachers have options vs. “have-tos,” which will support them in some of the many professional decisions they make each day. Differentiation shown through providing books and plans for students who need intensive intervention (up to 2 years below level) as well as those who are up to a year above level. Even though this “covers” a wide range of reading levels, it isn’t very precise (when you think in terms of DRAs, TRCs, or Fountas and Pinnell levels or Calkins’s text bands; however, it might work in terms of Lexiles). That said, the idea of linking small-group learning to what is going on in the whole-group session is brain-friendly and will support teachers in teaching bigger units of study (it doesn’t feel piece-meal). This type of instruction helps teachers and students build classroom community, allow for greater content-area inclusion and can serve as an impetus for group discussions that give everyone a voice from the jigsaw of groups. It seems less “scattered” and instead is more cohesive.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	2	
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	2	
25. Is small-group instruction (small teacher-pupil ratio) part of daily instruction?	X	X	X	X	X	X	X	2	Teachers are to work with each small group on a daily basis. There are various aspects in both whole-class and small-group instruction that allow students to work collaboratively. It explicitly lays out how to meet with groups daily. Good questioning is used in daily plans. On the other hand, it appears that there are 32 units for 36 weeks--this allows a little breathing room, but not much, especially with the heavy load of testing at grade 3. This seems to assume that a teacher will never do a literature circle or book club group, even with advanced readers.
26. Are there guidelines for forming flexible groups based on student progress?	X	X	X	X	X	X	X	2	Demonstrated through benchmark testing. Also described at the beginning of Unit 1.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	2	Gives several ways to enrich daily. Has a design around inquiry; it’s impressive to try that.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	2	Very solid instructional plans and ideas for activities to ensure that all students are actively involved and engaged. Bonus ideas for working with ELs are included in the back of each Teacher Edition.
29. Does the program specify for whom it is appropriate (e.g., students on or	X	X	X	X	X	X	X	2	

above grade level, students slightly behind their peers, students more than one grade level behind their peers)?									
30. Does the program specify who should provide instruction for accurate implementation (e.g., special education teacher, general education teacher, paraprofessional, or volunteer)?	X	X	X	X	X	X	X	2	Appears to be that the general education teacher would be providing the instruction. The back of each of the teaching manuals has information for the resource teacher. It implies that the Tier 2/3 could be done by resource teachers. The word "teacher" is used across the Teacher Edition.
31. Does the program specify the instructional setting (e.g., general education classroom, computer lab, or resource room)?	X	X	X	X	X	X	X	2	Appears to assume that instruction would take place in the general education setting. The small groups fall into "tiers," which can help teachers in making professional decisions about instruction, including who is in small groups and what texts and/or type of instruction is needed. This could help with planning a variety of structures with instructional assistants, teachers of students with specific learning disabilities, etc.
TOTAL								74	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is phonics instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is phonics instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does phonics instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is phonics instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does phonics instruction include cumulative review ?	X	X	X	X	X	X	X	2	
6. Are assessments included to measure and monitor progress in phonics?	X	X	X	X	X	X	X	2	
7. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	2	
8. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	
9. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
10. Are reviews of previously taught	X	X	X	X	X	X	X	1	There are reviews while the skills are being

concepts and words frequent and cumulative?									taught, but not necessarily cumulative.
11. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	2	
12. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				2	It may be very helpful to have leveled readers that are a year or more below grade level.
13. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	There are lower leveled things to read, but nothing was truly labeled at this level as being "decodable."
14. Does the program clarify that high frequency words can be both regular and irregular?	X	X	X	X				1	The series seems to barely include high frequency words other than on the short list of "frequently misspelled words." Some are in the vocab lists for the leveled readers.
15. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				1	
16. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	There are just a couple of vocab words for the class and then each leveled reader had its own words--usually a total of about 7--borderline high on the quantity.
17. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	When needed; some can be figured out from context clues, and these are noted.
18. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				1	There is a cumulative review of word studies at the end of each unit. It was not evident in the daily lesson, though a couple of high frequency words appear on each week's spelling list.
19. Are students taught the strategy of chunking when trying to decode multisyllabic words?		X	X	X	X	X	X	1	It's there but that standard is only addressed a total of 10 times in the first five units.
20. Does the program provide teacher modeling of a think-aloud strategy to aid in multisyllabic word analysis?		X	X	X	X	X	X	1	
21. Are students taught strategies to read multisyllabic words by using prefixes, suffixes, and known word parts?		X	X	X	X	X	X	1	

22. Is instruction explicit in the use of syllable types (e.g., open, closed, vowel-consonant-e, vowel combinations, r-controlled, and consonant-le)?		X	X	X	X	X	X	2	A lot of this is covered with the Spelling aspects of the program.
23. Is a section of the program devoted to advanced phonics (structural analysis) skills?			X	X	X	X	X	1	Yes, especially near the end (see Unit 8).
24. Are advanced phonics skills taught explicitly, first in isolation and then in words and connected texts?			X	X	X	X	X	2	By the latter unit some of the skills seemed pretty advanced. They were taught in isolation, sorted, and then connected.
25. Does the program include spelling strategies (e.g., word sorts, categorization activities, word-building activities, and word analogies)?		X	X	X	X	X	X	2	Lots of different spelling activities which will help students remember the spelling in their daily writing.
26. Is instruction in the meaning of roots and affixes explicit and do students analyze the relationship of spelling to meaning of complex words?				X	X	X	X	2	
27. Are word parts that occur with high frequency (e.g., un-, re-, in-, and -ful) taught rather than those that occur only in a few words?		X	X	X	X	X	X	1	High frequency affixes were started very early in the year.
28. Are there activities for distinguishing and interpreting words with multiple meanings?		X	X	X	X	X	X	1	
29. Once advanced phonics strategies have been mastered, are they immediately applied to reading and interpreting familiar and unfamiliar connected texts?		X	X	X	X	X	X	1	This is maybe done with phonics strategies, but not quite "advanced." The "challenge" activities provided in the margins are helpful for advanced students. By latter units, the phonics is becoming advanced and the challenges are definitely higher-level.
30. Are words used in advanced phonics activities also found in student texts?		X	X	X	X	X	X	1	
TOTAL								47	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is fluency instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is fluency instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does fluency instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is fluency instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does fluency instruction include cumulative review ?	X	X	X	X	X	X	X	2	Building fluency is innately cumulative.
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	2	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	2	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	2	
9. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	2	It does, especially during assessment.
10. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	2	
11. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	2	
12. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	2	
13. Is there an emphasis on reading multisyllabic words fluently?		X	X	X	X	X	X	2	
14. Are research-based fluency strategies (e.g., timed readings, peer reading, and repeated readings) included?		X	X	X	X	X	X	2	Opportunities for timed readings, peer reading, and repeated readings throughout. Extensive use of peer reading with a focus on expression.
15. Is fluency practice introduced after students are proficient at reading words accurately (e.g., in lists, sentences, and passages)?		X	X	X	X	X	X	2	
16. Does fluency practice involve decodable texts (texts that include phonic elements and word types		X	X	X	X	X	X	2	

students have previously been taught)?									
17. Are both narrative and expository texts provided for students to read aloud?		X	X	X	X	X	X	2	
18. Are teacher prompts included to encourage students to read aloud in order to determine skills application and accuracy?		X	X	X	X	X	X	2	
19. After error correction, are students asked to reread the word, word list, or sentence correctly and then to reread it from the beginning?	X	X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Students practice one fluency selection each week. Teachers conduct miscue analyses, including word-level errors of mispronunciation, using the Practice Companion workbooks and the Assessment Handbooks. Then students reread the same selection every day, each day focusing on a different skill: expression, phrasing, pacing, rehearsal, and presentation. Additionally, students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarify after the first, the second, and the final readings for each Fluency selection.
20. Are students given ample practice opportunities to use text at their independent or instructional level to help build fluency?		X	X	X	X	X	X	2	It is really good to see the practice each day.
21. Is the number of texts at each level sufficient to provide adequate practice opportunities?		X	X	X	X	X	X	2	
22. Does the program clearly show the teacher how to determine independent, instructional, and frustrational reading levels for individual students?		X	X	X	X	X	X	2	
23. Is there a guide to help teachers calculate fluency rate?		X	X	X	X	X	X	2	
24. Do students have opportunities to time themselves and graph results after rereading the same text?			X	X	X	X	X	0	<i>Publisher's Comment:</i> The Assessment Handbook contains a Fluency Chart to be used to record the correct words-per-minute for each Fluency selection. Teachers can photocopy these charts and distribute to students. Students can then make a graph to show their progress by connecting the dots from selection to selection. Student timing directions are not included.
25. Are there directions for how to pair students for partner reading?		X	X	X	X	X	X	1	Directions for HOW to pair students were not evident, though partner activities are often included. There was a box that indicated to build

									fluency with slower readers to pair them with more fluent readers as models/pacers. Including this in PD seems important.
26. Are students taught a specific error correction to use when reading with a partner?		X	X	X	X	X	X	1	<i>Publisher's Comment:</i> Specific fluency skills—expression, phrasing, and pacing—are explicitly taught in a whole group setting. Then students use the Reading Response Forms in their Practice Companion workbooks to evaluate themselves and their reading partners on the Fluency readings, judging the accuracy of individual words, pacing, expression, and clarify after the first, the second, and the final readings for each Fluency selection.
27. Is there continuous progress monitoring of oral reading fluency?		X	X	X	X	X	X	2	
28. Is an end-of-the-year fluency goal of correct words per minute given for each grade?		X	X	X	X	X	X	2	It's in a document about fluency within the program, labeled for fall, winter and spring.
TOTAL								51	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is vocabulary instruction explicit ?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction systematic ?	X	X	X	X	X	X	X	2	
3. Does vocabulary instruction include coordinated instructional sequences and routines ?	X	X	X	X	X	X	X	2	
4. Is vocabulary instruction scaffolded ?	X	X	X	X	X	X	X	2	
5. Does vocabulary instruction include cumulative review ?	X	X	X	X	X	X	X	1	Possibly in assessment book/benchmark assessments. There is cumulative review at the end of each unit.
6. Are assessments included to measure and monitor progress in vocabulary ?	X	X	X	X	X	X	X	1	
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	2	
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	2	Great activities with writing and vocab.
9. Are students exposed to diverse vocabulary through listening to or	X	X	X	X	X	X	X	2	

reading narrative and expository texts?									
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	X	X	X	X	X	X	X	2	
11. Does the program include a variety of texts that allow students ample opportunities to engage in wide reading at their independent levels?		X	X	X	X	X	X	2	
12. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	It was not always evident after reading.
13. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	2	
14. Are important, useful, and difficult words taught?	X	X	X	X	X	X	X	2	
15. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	2	
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	2	
Clarifying the word with examples?	X	X	X	X	X	X	X	2	
Checking students' understanding?	X	X	X	X	X	X	X	2	
16. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	2	This does have a technology component for interactive practice. The virtual field trip at the beginning of each unit will not only help with vocabulary but with building background.
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	2	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	2	Includes virtual field trips that can help with providing a knowledge base for students with fewer opportunities to go places and see things for themselves.
17. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	2	
18. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic	X	X	X	X	X	X	X	2	Lots of graphic organizers. Computer and technology ideas are included, too.

maps, concept definition mapping, and word classification?									
19. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	Some of this is embedded in word study.
20. Are meanings of prefixes, roots, and suffixes taught before connecting them to words?		X	X	X	X	X	X	2	
21. Is a strategy to determine word meanings based on meanings of prefixes, roots, and suffixes taught?		X	X	X	X	X	X	2	
22. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	2	
Multiple meanings?	X	X	X	X	X	X	X	2	
Synonyms?	X	X	X	X	X	X	X	2	
Antonyms?	X	X	X	X	X	X	X	2	
Homonyms?		X	X	X	X	X	X	2	
Figurative meanings?		X	X	X	X	X	X	2	
Morphemic analysis?			X	X	X	X	X	1	
Etymologies?				X	X	X	X	1	
23. Is dictionary use explicitly taught using grade-appropriate dictionaries?		X	X	X	X	X	X	2	Taught in every writing unit (standard 3.4.4).
24. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	It's minimal, as it's listed only a couple of times in units 1, 2, 5, and 7; since it's a standard (3.1.5).
25. Is computer technology used to help teach vocabulary?	X	X	X	X	X	X	X	2	
TOTAL									67

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is comprehension instruction explicit?	X	X	X	X	X	X	X	2	
2. Is comprehension instruction systematic?	X	X	X	X	X	X	X	2	
3. Does comprehension instruction include coordinated instructional sequences and routines?	X	X	X	X	X	X	X	2	
4. Is comprehension instruction scaffolded?	X	X	X	X	X	X	X	2	
5. Does comprehension instruction include cumulative review?	X	X	X	X	X	X	X	2	Ample review by the end which should be beneficial before moving on to the next grade level.
6. Are assessments included to measure and monitor progress in comprehension?	X	X	X	X	X	X	X	2	Links with Acuity for testing options.
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	2	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	2	
9. Are students asked to apply previously learned strategies to new texts?		X	X	X	X	X	X	2	
10. Is appropriate text provided for students to practice applying strategies?		X	X	X	X	X	X	2	
11. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	2	
12. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	2	
13. 2--cwhAre guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	2	Use of different types of groupings for different purposes.
14. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	Opening day begins with questions about the text, and some lessons end with reading short passages. This could be used to build independence and reinforce vocabulary/comprehension because other

									instruction was scaffolded.
15. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	2	
16. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	2	Very good think-alouds.
17. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	2	Lots of wonderful guiding questions. There are questions for the beginning of each week to link learning in an inquiry-based, brain-compatible manner. Other use of questioning was also evident throughout the units.
18. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	2	
19. Is instruction in narrative and expository text structures explicit?	X	X	X	X	X	X	X	2	
20. Are there ample opportunities for students to read narrative and expository texts at independent and instructional levels?		X	X	X	X	X	X	2	
21. Is there a variety of narrative and expository books at the appropriate readability level for student practice?		X	X	X	X	X	X	2	
22. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	2	
23. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
24. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	2	
25. Once students have grasped the concept of "main idea," are more complex texts used in which the main idea is not explicit?		X	X	X	X	X	X	2	
26. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	
27. Does instruction focus on discussion	X	X	X	X	X	X	X	2	Does encourage comparing stories that were

story grammar and comparing stories?									read in small groups as part of whole group discussion. This is often done as an “after-reading” activity.
28. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	2	It is introduced early on and reviewed often.
29. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	2	Lots of graphic organizers and reading logs for student use.
30. Are conventions of expository text (e.g., chapter headings, charts, and graphs) taught?		X	X	X	X	X	X	2	Several of the themed readers used for small group instruction are set up as chapter books and include chapter headings. Expository text features are taught in every unit on a consistent basis.
31. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	They appear to be taught in every unit and are listed in the Teacher’s Edition in the “Unit at a Glance” section at the beginning of each unit; typically, they appear to be taught in Week 1 and Week 2 of each unit.
32. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
33. Does the program provide instruction for students to become self-directed in using comprehension strategies (e.g., rereading, paraphrasing, making explicit connections from text to prior knowledge, underlining and note-taking, and visualizing relationships and events in the text)?		X	X	X	X	X	X	2	Various reading logs for students to use. Allows teacher/student to pick a comprehension skill to work on then monitor progress with use of skill. Also, plenty of graphic organizers for student use.
TOTAL									70

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Is clear alignment provided to the Indiana Academic Standards?			X	X	X	X	X	1	Only available in correlation guide.
TOTAL								3	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	2	The technology component really increases relevance.
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	2	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	2	Lots of different projects and group work to keep their attention.
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	2	Students may work collaboratively to complete an Inquiry project with each theme.
TOTAL								8	Use of small group work, cooperative learning groups, and technology tools will make the curriculum more exciting and engaging for students.

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	2	Some assessment linking with use of Acuity.
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	2	Definitely! Results applied for creating groups students are to work in and materials that students might use. Many different ways to assess each week so groups don't have to stay the same.

3. Do the assessments identify students who are at risk or already experiencing difficulty learning to read?	X	X	X	X	X	X	X	2	Suggestions provided on ways to connect and keep students progressing.
TOTAL								6	(Appreciate the online tools.)

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments (examples, strengths, concerns, questions)
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	There are online tools, but there didn't seem to be specific PD options for coaches or mentors without added compensation to the company.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	2	Before starting any new program teachers are taught the new program by a representative. The details are clearly explained in the "Professional Development Statement."
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, coaches, and principals)?	X	X	X	X	X	X	X	1	It is for first-year teachers as needed with ongoing support mostly via technology otherwise (without added compensation to the company). It didn't seem multi-faceted for all of the stakeholders on a school staff.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	2	Good use of technology.
TOTAL								7	